Introduction to Gender Analysis within Health Research and Interventions

Course Syllabus

221.701.98 | 2018-2019 – Fall Institute, Barcelona, Spain | 2 Credits

Time & Dates

8:30-18:00, November 29-30 2018

Course Description:

Introduces gender analysis as an integral part of health research and interventions. Focuses on teaching students on how to incorporate gender analysis into health research and interventions. Explores: (1) theoretical approaches to gender and health; (2) how gender and gender relations affects health needs, risks, experiences, and outcomes; and (3) ways in which gender analysis can be incorporated into health research and interventions, including the use of gender frameworks and questions, and transformative approaches. Examples will cover a range of international settings, with a focus on low-and-middle income country settings.

Course Learning Objectives

Upon successfully completing this course, students will be able to:

1. Explain the role of gender in shaping health inequities
2. Critically discuss different theoretical approaches to gender and health
3. Explain how gender health inequities affect health research and interventions
4. Explain how gender analysis is incorporated into health research and interventions
5. Incorporate gender analysis into their health research and interventions
Instructors:
Rosemary Morgan, PhD, Assistant Scientist, Johns Hopkins Bloomberg School of Public Health (rosemary.morgan@jhu.edu)

Maria Salvador-Piedrafita, Barcelona Public Health Agency

Dr. Gloria Perez, Barcelona Public Health Agency

Course Structure:
16 contact hours over two days
Each day is divided into four blocks with a 20-minute break in between.

Assessment

Participation (20%)

Gender Analysis Paper (80%) – Gender analysis of health intervention/ research (max 3000 words)

Instructions:
(1) Select a health intervention/ research project in relation to a specific country context.
(2) Conduct a gender analysis of the context, using a gender analysis framework to identify key gender issues which may affect the selected intervention/ research.
(3) Discuss and critically analyze how the gender issues identified could positivity and/or negatively affect the intervention/ research outcomes, i.e. the ability of the intervention to meet its objectives.
(4) Include recommendations for:
   a. What gender considerations should have been incorporated into the intervention design and methodology, i.e. is there anything about the intervention design/ methodology that should be changed as a result of your analysis?
   b. How could the intervention become gender transformative, i.e. how might the intervention to be designed to challenge or change gender inequities?

Formatting: Max 3000 words (excluding tables, figures, and references); Calibri or Arial font; font size 11; 1” margins; double spaced; recognized style of referencing.

Due date: The paper is due in Drop Box on CoursePlus at midnight EST on the due date.

Grading criteria for paper: Grading will be based on understanding of the issues, clarity of thought and overall flow of the poster/ paper. Please include citations where appropriate. Below are the grading criteria; use this to allocate your time and number of words in each section.
Overall Course Grading
A:  100-90
B:  89-80
C:  79-70
F:  <70

The course instructors have the discretion to curve the distribution, if required.

Grading Rubric:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Introduction/ Background</strong></td>
<td>10</td>
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<tr>
<td>• Includes rationale for gender analysis.</td>
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<tr>
<td>• Appropriate information about context provided.</td>
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<tr>
<td>• Includes relevant information for health intervention/ research</td>
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<tr>
<td><strong>Findings/ Analysis</strong></td>
<td>50</td>
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<tr>
<td>• Appropriate use of gender framework.</td>
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<tr>
<td>• Critically analyzes how gender inequities identified may affect intervention/ research in relation to each component within framework.</td>
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<tr>
<td><strong>Conclusions/ Recommendations</strong></td>
<td>30</td>
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<tr>
<td>• Conclusion grounded in evidence presented in findings section</td>
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<tr>
<td>• Recommendation include:</td>
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<tr>
<td>(1) What gender considerations should have been incorporated into the intervention design and methodology; and</td>
<td></td>
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<tr>
<td>(2) How the intervention could become gender transformative.</td>
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<td><strong>Use of data and evidence and flow</strong></td>
<td>10</td>
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<tr>
<td>• Analysis is supported by evidence and references are included to support arguments/ analysis.</td>
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<td>• Word limit is maintained.</td>
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<tr>
<td>• Free of spelling and grammatical mistakes.</td>
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<tr>
<td>• Logical structure and flow of the paper.</td>
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<td>• Consistent and complete referencing</td>
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<td><strong>Total (accounts for 80% of final grade)</strong></td>
<td>/100</td>
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Late Assignment Policy
Reading summaries and responses are due 1.5 hours before the beginning of each class (i.e. 2:00pm) and must be uploaded to the associated Drop Box in CoursePlus. Summaries received after this time will not count towards final grade. Posters are due on the poster presentation day and must be uploaded onto Drop Box by midnight EST on presentation day. The paper is due in Drop Box in CoursePlus at midnight EST on the due date. Late submissions will be penalized by five percentage points (out of 100) per day. Any requests for exceptions must be handled by the instructor at least two days prior to the assignment due date with a valid reason.
Academic ETHICS CODE
The Academic Ethics Code, discussed in the Policy and Procedure Memorandum for Students, March 31, 2002, will be adhered to in this class:

_Students enrolled in the Bloomberg School of Public Health of the Johns Hopkins University assume an obligation to conduct themselves in a manner appropriate to the University’s mission as an institution of higher education. A student is obligated to refrain from acts which he or she knows, or under the circumstances has reason to know, impair the academic integrity of the University. Violations of academic integrity include, but are not limited to: cheating; plagiarism; knowingly furnishing false information to any agent of the University for inclusion in the academic record; violation of the rights and welfare of animal or human subjects in research; and misconduct as a member of either School or University committees or recognized groups or organizations._

Readings
- Required readings are required for everyone. Required readings are available on the CoursePlus site. They can be accessed via the Online Library and the Course Content links specific to each topic.
- Optional readings are truly optional. They offer different perspectives and additional information on the topic. Students are invited to explore these in their own time. Some readings may be useful for planning assignments.

Course Schedule

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<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>November 29</td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role of gender and gender analysis within health research and interventions</td>
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<tr>
<td>2</td>
<td>November 29</td>
<td>Data disaggregation &amp; intersectionality</td>
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<td></td>
<td></td>
<td>Using frameworks as an analytical guide</td>
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<tr>
<td>3</td>
<td>November 30</td>
<td>Incorporating gender analysis questions into data collection tools</td>
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<td></td>
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<td>Gender considerations within research process</td>
</tr>
<tr>
<td>4</td>
<td>November 30</td>
<td>Gender and health research and intervention outcomes</td>
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<td></td>
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<td>Gender &amp; M&amp;E</td>
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# Learning Objectives

<table>
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| Role of gender and gender analysis within health research and interventions | - Describe gender as a social relation and form of inequity and its effect on health  
- Critically discuss different theoretical approaches to gender and health  
- Explain what gender analysis is within health research and interventions  
  |                                                                                                                                                                                                                                                                                                                                                     |
| Data disaggregation and intersectionality    | - Describe importance of disaggregating data by sex and other social stratifiers  
- Explain what intersectionality is and how it can be applied within health research and interventions  
  |                                                                                                                                                                                                                                                                                                                                                     |
| Using frameworks as an analytical guide      | - Discuss different gender analysis frameworks and how they can be used within health research and interventions  
- Use a gender analysis framework to identify gender-based barriers at different societal levels  
  |                                                                                                                                                                                                                                                                                                                                                     |
| Incorporating gender analysis questions into data collection tools | - Describe role of gender analysis questions within health research and interventions  
- Develop gender analysis questions for inclusion within qualitative and quantitative data collection tools  
  |                                                                                                                                                                                                                                                                                                                                                     |
| Gender considerations within research process | - Identify ways in which gender relations affect different aspects of research process  
- Explain how effect of gender bias can be mitigated within research process  
  |                                                                                                                                                                                                                                                                                                                                                     |
| Gender and health research and intervention outcomes | - Describe how gender relations can affect research and intervention outcomes  
- Explain how research and interventions can affect and/or change gender relations  
- Evaluate research studies and interventions against gender integration continuum  
  |                                                                                                                                                                                                                                                                                                                                                     |
| Gender & M&E                                 | - To gain an understanding of the current approaches to M&E on gender and women’s empowerment in health programs  
- To analyze the strengths and limitations of quantitative and qualitative approaches to monitoring and evaluating gender integration in health programs.  
- To become familiar with qualitative M&E approaches for measuring gender  
  |
Reading

Required Reading
Assigned readings to be completed prior to each session:

Day 1 Reading
Morgan, R. et al., 2016. How to do (or not to do)... gender analysis in health systems research. Health Policy and Planning. 31(8): 1069–1078.

Day 2 Reading

Optional Reading

Gender and health

Gender and health research
Leduc, B. 2009. Guidelines for Gender Sensitive Research. ICIMOD. Available at: file:///C:/Users/rmorgan/Downloads/Guidelines%20for%20Gender%20Sensitive%20Research.PDF

Data dissagregation

Gender Frameworks
RinGs. 2015. Ten Gender Analysis Frameworks & Tools to Aid with Health Systems Research. Available at: http://resyst.lshtm.ac.uk/sites/resyst.lshtm.ac.uk/files/docs/reseources/Ten%20Gender%20Analysis%20Frameworks%20and%20Tools%20to%20Aid%20with%20HSR.pdf

Gender transformative approaches


**Intersectionality**


Hunting, Gemma. 2014. Intersectionality-informed Qualitative Research: A Primer. The Institute for Intersectionality Research and Policy, SFU.

**Gender & M&E**

*Designing a common gender indicator framework for CARE’s Pathways Program.* Available at: https://agriknowledge.org/downloads/fq977t769


MEASURE Evaluation. 2018. *Standard Operating Procedure for Integrating Gender in*
Monitoring, Evaluation, and Research. Available at: https://www.measureevaluation.org/resources/publications/fs-17-247b


Gender Indicators

